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ABSTRACT

A report which determines actual levels of need in the Saginaw Public Schools as indicated by respondent groups of teachers, administrators, parents and students. The seventeen function areas assessed in the study are explained. The combined responses of all groups are presented followed by major findings from each separate respondent group. The district-wide total response ranked these highest need areas in order: personnel, staff development, auxiliary services and support staff, communications/public relations, personal development of the student, and elementary educational programs. Three basic trends emerged from this study. The first was concern of respondents with ways to bring more accountability and efficiency to the operation of the schools. The need for improved communications about the schools was a second concern. Finally, people were most concerned with factors connected to the type of contact they have with the schools. The report may serve as a guide for determining the priority of needs for entire school communities or segments thereof. (DWH)

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Saginaw Public Schools

Saginaw, Michigan

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DISTRICT-WIDE COMPREHENSIVE NEEDS ASSESSMENT STUDY

SUMMARY OF SYSTEM TOTALS PART I

1980-81

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

Department of Evaluation, Testing and Research

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June, 1981

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INTRODUCTION

What are the strengths and weaknesses of the Saginaw Schools according to administrators, teachers, high school students, and parents? In what areas are schools performing as well as desired and where do inadequacies exist? What areas of operation warrant immediate attention to remedy weaknesses? What are perceptions about current educational issues? The answers to these questions are important to education, therefore, an effort was made during April and May, 1981, to gather information about them through a needs assessment survey.

The results of this survey will be reported in two different types of reports. The first type of report deals specifically with determining an actual level of need based on the difference between what respondents feel "is," and "what should be." The report that follows is an example of the first type of report (Part 1). The second type of report (Part 2) deals with the attitude of responding groups towards current educational issues. The reporting of attitudinal responses based on a multiple choice question format represents the "Part 2" type report. The plan is to produce a "Part 1" and "Part 2" report for each of the different levels of reports described on the page which follows.

What is a Needs Assessment Study?

Simply stated, a needs assessment study identifies the difference between "what is" and "what should be." A needs assessment is also:

- a description of the status quo--"where are we right now?"
- a method for identifying and documenting needs
- a means to identify relative priorities among a full range of potential needs
- a systematic comparison of the "actual" with the "desired"
- a prerequisite for change
- a tool for decision making
- a catalyst for action and change

In summary, a planned, educational needs assessment is a systematic method of identifying and documenting needs, for assigning priorities and for compiling information so it can be understood and used.

Who was Included in Saginaw's Needs Assessment Study?

Information was gathered from administrators, teachers, parents, and senior high students to determine the extent to which the operation of the Saginaw Schools was different than desired. During April and May, 1981, parents, administrators, teachers, and students completed questionnaires, to provide the necessary survey data. There were over 2,100 respondents to the instruments (see Appendix A for the exact count of usable returns by respondent group).

This report presents the findings from administrators, teachers, parents, and students. "Part 2" type data will be presented in a separate report.

How will the Findings of the Study be Reported?

A series of reports will result from this study:

I. District-Wide Comprehensive Needs Assessment Study: (This report) presenting the system priority needs and responses by total groups of elementary, secondary, special education, and adult and continuing education teachers; administrators; parents; and students. Intended audiences include: Board of Education, superintendent, administrators, teachers, and community.

II. Instructional Level Reports: presenting summary information for elementary, junior high, senior high, special education, and adult and continuing education levels. Intended audiences include: Board of Education, superintendent, assistant superintendents, and central office administrative staff.

III. Cluster Level Reports: presenting summary information for each elementary, junior high, and senior high school cluster. Intended audiences include: assistant superintendents, principals, teachers, parents, and students.

A companion "Part 2" type of report for each level will also be made available. The intent of providing the results in this type of format is to provide for decision-makers the kinds of information that will be useful in reaching decisions within their realm of responsibility.

How were the Data Collected?

The data for students and parents were gathered from samples drawn from the various populations while all teachers and administrators were polled. Parents were surveyed by means of a mailed questionnaire, while questionnaires for all other respondents were hand delivered. The "Part 1" portion of this questionnaire contains a total of 194 statements

about educational services and programs, and the respondents were asked to indicate the following for each statement:

1) In your opinion, to what extent <u>should</u> the stated condition exist? and,

2) From your knowledge, to what extent <u>does</u> the stated condition exist?

The degree to which a difference exists between <u>what should be</u>, and <u>what is</u> constitutes a <u>need</u>. The following example illustrates the response choices used for the survey, how the need index was determined and how the prioritized need index (PNI) was established.

EXAMPLE:

	Should Exist	Actually Exists
Teachers in our schools take an individual interest in their students.	5	3

(A) In your opinion, to what extent should the stated condition exist?

(B) From your knowledge, to what extent does the stated condition actually exist?

	?	1	2	3	4	5
Should Exist	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
Actually Exists	?	1	2	3	4	5

Response choices for both questions.

SHOULD EXIST		ACTUALLY EXISTS	
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

For the example used, the need index was 2. (The difference between "should exist" value of 5 and the "actual exist" value of 3.) To obtain a clearer understanding of the relative priority ranking of the expressed needs, it was helpful to also know where on the response scale the difference occurred. For example, a need index of 2 would result from the difference between a "desired" of 3 and an "actual" of 1, while at the same time the difference between a "desired" rating of 5 and an "actual" rating of 3 also yields a need index of 2. Therefore, to help establish priorities among needs, the following procedure was employed. The needs were weighted by multiplying them by their respective ratings on the "should exist" dimension. This resulted in a Prioritized Need Index (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the school district. The PNI could be thought of then as an automatic prioritizing need indicator.

EXAMPLE:

	Should Exist (Desired)	Actually Exists
The teachers in our schools take an individual interest in their students.	5	3

Should - Actual = Need Index

5 - 3 = 2

Need Index x "Should" = Priority Need Index

2 x 5 = 10

What was the Focus of the Questions?

The contents of the "Part 1" portion of Saginaw's School-Community instrument is related to 17 major functions in education. Each respondent population completed an instrument made up of relevant questions

drawn from a pool of 194 items. Administrators were asked to respond to all 194, elementary teachers to 119, secondary teachers to 132, special education teachers to 110, adult and continuing education teachers to 133, parents to 130, and students to 72 questions.

The rationale for asking different numbers of questions of each group was twofold. First, an attempt was made to consider the length of the instrument in terms of a particular group's willingness to respond. Second, the respondent group's knowledge and intimacy with a certain aspect was considered to some extent. Admittedly, the instruments were too lengthy even after final edits were made but the desire to obtain as much information as possible was a powerful factor in the design of the survey. A detailed list of the number of questions by function area and group appears in Table 1 below.

TABLE 1. FUNCTION HEADINGS AND NUMBER OF ASSOCIATED QUESTIONS BY RESPONDENT GROUPS*

Function Headings	Number of questions asked the following respondent groups. A	S	TE	TS	TSE	TA	P
1A. Educational Programs--Elementary	19	5	19	5	0	5	19
1B. Educational Programs--Secondary	24	24	0	24	0	7	24
1C. Educational Programs--Special Education	19	0	6	6	19	6	6
1D. Educational Programs--Adult and Continuing Education	23	0	0	0	0	23	4
2. Leadership by Principals	10	0	10	10	10	10	5
3. Managing Facilities and Resources	8	8	8	8	8	8	8
4. Labor Relations	4	0	4	4	4	4	4
5. Auxiliary Services & Support Staff	3	3	0	3	2	3	3
6. Communications/Public Relations	14	9	14	14	14	14	14
7. Evaluation, Testing and Research	7	4	7	7	4	4	4
8. State & Federally Funded Programs	2	0	2	2	0	0	2
9. Personal Development of the Student	5	5	5	5	5	5	5
10. Teacher Values and Expectations	6	6	6	6	6	6	6
11. Discipline	9	9	9	9	9	9	9
12. Staff Development	14	0	14	14	14	14	5
13. Personnel	8	0	8	8	8	8	5
14. General Administration	19	0	7	7	7	7	7
TOTAL	194	73	119	132	110	133	130

*Code for respondents:
A - Administrators
S - Students
TE - Elementary teachers
TS - Secondary teachers
TSE - Special education teachers
TA - Adult and continuing education teachers
P - Parents

The following section presents each of the 17 function areas, followed by a brief description of the kind of questions included in each.

1A. Educational Programs--Elementary: Learning activities and their management that are the core of the curriculum: basic skills (reading, writing, and arithmetic); student preparation for junior high; curriculum development; supplemental courses (drug, sex, consumer, safety, nutrition and moral education); homework; parent satisfaction with achievement; and standards for promotion.

1B. Educational Programs--Secondary: Learning activities and their management that are the core of the curriculum: basic skills (reading, writing, and arithmetic); student preparation for college; vocational instruction; supplemental courses (foreign languages, science, physical education, mathematics, art, English, social studies, home economics, music, drug, health, and moral education); homework; parent satisfaction with achievement; extracurricular activities; and standards for promotion.

1C. Educational Programs--Special Education: Learning activities and their management that are the core of the curriculum: basic skills (reading, writing, and arithmetic); curriculum development; supplemental courses (health, sex, safety, nutrition, and moral education); extracurricular activities; standards for promotion; mainstreaming; early identification of handicapped; school psychologists; and social workers.

1D. Educational Programs--Adult and Continuing Education: Learning activities and their management that are the core of the curriculum: basic skills (reading, writing, and arithmetic); student satisfaction with achievement; curriculum development; supplemental courses (foreign languages, science, home economics, mathematics, art, English, social studies, drug, health, moral, and consumer education); homework; standards for promotion.

2. Leadership by Principals: Administrative action by principal at the building level to support the teaching/learning process: seeks staff suggestions; is fair in enforcing rules and decisions; emphasizes instructional leadership and supervision; holds purposeful faculty meetings; provides for effective two-way communications; and is sensitive to staff needs and problems.

3. Managing Facilities and Resources: Provision and use of school physical plant and other capital resources: classrooms meet needs for instructional program; buildings are well maintained; facilities available to students after school hours; adequate building libraries; current textbooks; adequate nighttime security for facilities; lunch program; and maintenance of an instructional materials and resource center.

4. Labor Relations: The extent to which labor relations is handled in a fair and equitable manner: equitable salary schedule for all employee groups; reasonable fringe benefits; responsible handling of strike situations; and keeps public informed about labor relations issues affecting the schools.

5. Auxiliary Services and Support Staff: Assistance with curriculum, career and personal planning and decision making: readily available services; help to high school students to explore career possibilities; and help in understanding vocational trends.

6. Communications/Public Relations: The availability and exchange of school system information both internally and externally: school business conducted in manner to inspire confidence and approval; students, parents, and staff informed of policies, rules, and regulations; public express concerns to board members and administrators; public informed of school matters and problems; honest dealing with the press and public by Board of Education; accurate reporting to the public; and news coverage stresses academic achievement.

7. Evaluation, Testing and Research: The extent to which evaluation, testing, and research functions are completed: regular testing of students in basic subjects; clear statement of purposes of testing; evaluation of schools effectiveness by public, staff use of data to improve the learning process; test results compared with other districts; comparison of accomplishments with achievements; and student evaluation with emphasis on both individual development and comparison of one student with other students.

8. State and Federally Funded Programs: Seeks and uses outside funds: programs to meet the greatest needs of the schools and special educational needs of minority students (bilingual, migrant, and American Indian).

9. Personal Development of the Student: Services and activities that are generally non-academic in nature and designed to develop student attitudes: self-reliant, respect for other people and their personal property, independent thinking, responsible citizenship, and a desire for and an appreciation of learning.

10. Teacher Values and Expectations: Teacher values, expectations, and abilities that guide instructional practice: belief that all children can learn; knowledgeable of curriculum policies and priorities; speak and write well; responsive to student point of view; available to help on academic or personal problems; and emphasis on pupil participation.

11. Discipline: The extent to which the schools carry out discipline related policies and procedures: printed policy statement; understood and accepted policies; parental notification of problems; administrative support of teachers in student discipline matters; good discipline; assertive discipline program; handling of reprimands; useful discipline records kept; and teachers motivate students by rewards rather than punishment.

12. Staff Development: Activities for staff and board members designed to improve knowledge and skills in school-related responsibilities: teachers given opportunity to suggest inservice training; staff members keep informed in area of specialization; participation of teachers is encouraged; new board members are provided in-depth orientation to the school system s operation; inservice training improves the academic background of teachers; administrators involved in continuing education; and inservice training programs (parent involvement, stress, assertive discipline, new materials and approaches, legal rights and liabilities, individual needs, and teaching skills).

13. Personnel: Activities involved in hiring and keeping competent school employees: the purpose of staff evaluation is job performance improvement; teaching assignments based on professional preparation; professional growth of teachers is encouraged; working conditions attract and hold competent employees; hiring practices aimed at obtaining well-prepared teachers; job assignments based on individual abilities of teachers; teacher dismissals handled in fair manner; and guidance and counseling available to help improve teacher job performance.

14. General Administration: Administrative action to plan and manage financial, physical, and human assets: administrators use suggestions from staff and the public in planning and decision making; works toward change in the funding of education; the board cuts less essential services in times of economic hardship; closes buildings when situations dictate; board is a responsible body; allocation of resources to high priority objectives; budget interpreted to community; budget reflects identified priorities; equal educational opportunity given every student; goals organized to show order of importance; schools use new developments in educational management; rebuilds old buildings when physical conditions dictate; operating budget used for research and development activities; school principals participate in developing school budget; and schools use principles of business efficiency and economy in purchasing.

PRESENTATION OF DATA

One of the major purposes of a needs assessment study is to identify areas where the consensus supports the existence of a problem or weakness. This report highlights those areas where there was agreement that a problem existed.

The overall findings of the respondent groups will be presented in the sections which follow. The combined responses of administrators, elementary teachers, secondary teachers, special education teachers, adult and continuing education teachers, parents, and students will be presented first by high need function areas (the highest six) then by questions evidencing priority need indexes at or above 8.0. This is followed by a summary of the major findings from each of the groups, separately.

MAJOR FINDINGS

A. District-Wide Total Responses. When all responses by administrators, teachers, parents, and students were combined, the following function areas emerged as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Personnel	7.92
2	Staff Development	7.83
3	Auxiliary Services & Support Staff	7.25
4	Communications/Public Relations	7.01
5	Personal Development of the Student	6.96
6	Educational Programs--Elementary	6.38

The 1976-77 needs assessment showed the personal development of the student (ranked 3) and staff development (ranked 5.5) in the top six function areas needing the most attention. One can see that those two functions again are ranked in the top six need areas. Note, the district-wide summary for the 1976-77 study differed from the present assessment in that parents were not included.

The reader should bear in mind that "personnel" may be viewed as a high need area at this time partly because of the great number of painful events (layoffs, reassignments, etc.) that have recently been required due to the district's difficult financial position.

A listing of the desired, actual, need index, and priority need values by function for district-wide totals appear in Appendix A. A complete listing of all priority need values by function for all respondent groups and the system total are also in Appendix A.

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey items for which the priority need index equalled or exceeded 8.00 along with the function connected to each question.

COMBINED GROUPS

Priority Need Index	Survey Question	Function Area
10.8	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
10.4	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
10.1	Individual capabilities of teachers helps determine job assignments.	Personnel
9.8	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
9.7	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
9.0	Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	Staff Development
9.0	The public is aware of the problems the schools face.	Communications/Public Relations
8.9	Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	Staff Development
8.9	Our schools have an effective inservice training program for improving teaching skills.	Staff Development
8.8	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
8.7	Our schools have an effective inservice training program concerning motivating students for more effective performance.	Staff Development

Priority Need Index	Survey Question	Function Area
8.5	Our superintendent uses suggestions from his administrative staff, teachers, and community-at-large to assist him in planning and decision making.	General Administration
8.4	Standards for elementary promotion are understood by everyone.	Educational Programs--Elementary
8.3	Teachers are assigned to teaching positions for which they have adequate professional preparation.	Personnel
8.3	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs--Adult and Continuing Education
8.2	New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.	Staff Development
8.2	Our schools teach parents about the uses and abuses of standardized testing.	Communications/Public Relations
8.2	Our school budget is prepared on the basis of clearly identified priorities.	General Administration
8.1	Our schools have good discipline.	Discipline
8.1	Our schools have an effective program for early identification of learning disabilities.	Educational Programs--Special Education
8.0	Our school district handles strike situations in a responsible manner.	Labor Relations
8.0	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs--Secondary

The reader will note that the high need questions listed above were related to ten different function areas. Four of these, personnel, staff development, communications/public relations, and educational programs--elementary were functions which appeared earlier on the Function of Greatest Need list.

A total of 27.3% of the questions had a priority need index of 7.00 or higher while 58.2% of the survey questions had a priority need index of 6.00 or higher.

A comparison of high need questions between the present needs assessment and the 1976-77 needs assessment was made. It was determined that three similar questions obtained a high need status on both surveys. These three questions, in descending order of need, were the following:

1) The public is aware of the problems the schools face.

2) Our schools have an effective inservice training program for improving teaching skills.

3) Our schools have an effective program for early identification of learning disabilities.

The chart below is provided as a means of drawing together the high priority concerns of the combined responses of administrators, teachers, parents, and students. The chart summarizes the data presented thus far in the report, i.e., high need <u>functions</u> and high need <u>questions</u>.

SUMMARY OF RESPONSES BY TOTAL SYSTEM

Function	Function of Highest Need	Questions of Highest Need
Personnel	X	X
Staff Development	X	X
Auxiliary Services & Support Staff	X	
Communications/Public Relations	X	X
Personal Development of the Student	X	
Educational Programs--Elementary	X	X
Labor Relations		X
Leadership by Principals		
Teacher Values & Expectations		
Educational Programs--Adult & Continuing Education		X
Managing Facilities & Resources		
Evaluation, Testing & Research		
Educational Programs--Secondary		X
Discipline		X
General Administration		X
Educational Programs--Special Educ.		X
State & Federally Funded Programs		

B. Elementary Teacher Total Responses. Elementary level teachers ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	General Administration	8.95
2	Personnel	8.91
3	Labor Relations	8.42
4	Staff Development	8.29
5	Communications/Public Relations	7.54
6	Personal Development of the Student	7.24

Four of these function areas (personnel, staff development, communications/public relations, and personal development of the student) were also identified as high priorities by the district-wide response group. However, the responses by elementary teachers revealed a more intense statement of need, in that for their top six functions the priority need index ranged from 8.95 to 7.24, while the range for the total system was 7.92 to 6.38. General administration was the function area in greatest need of change according to elementary teachers, while this function as well as labor relations were not included in the top six function areas of the combined district-wide response group. The elementary teachers' desired, actual, need index, and priority need index figures for each function appears in Appendix B.

The 1976-77 needs assessment of elementary teachers showed the personal development of the student (ranked 3) and staff development (ranked 6) as two of the six top areas needing the most attention. One can see that those two functions again are ranked in the top six need areas.

From responses by elementary teachers, there were 37 survey questions with a priority need index at or above 8.00. These 37 survey questions and their related functions are presented below.

ELEMENTARY TEACHERS

Priority Need Index	Survey Question	Function Area
12.9	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
12.1	Standards for elementary promotion are understood by everyone.	Educational Programs--Elementary
12.0	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
11.9	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
11.4	Individual capabilities of teachers help determine job assignments.	Personnel
11.4	Our school district handles strike situations in a responsible manner.	Labor Relations
10.4	Our schools teach parents about the uses and abuses of standardized testing.	Communications/Public Relations
10.3	The public is aware of the problems the schools face.	Communications/Public Relations
10.2	Our schools have an effective program for early identification of learning disabilities.	Educational Programs--Special Education
9.9	Our schools have an effective inservice training program concerning motivating students for more effective performance.	Staff Development
9.9	Our superintendent uses suggestions from his administrative staff, teachers, and community-at-large to assist him in planning and decision making.	General Administration
9.8	Given the resources available, the public is satisfied with academic achievement in the elementary schools.	Educational Programs--Elementary

Priority Need Index	Survey Question	Function Area
9.8	Our budget allows for allocation of resources to achieve high priority objectives.	General Administration
9.5	Courses in drug education in the elementary schools are offered at the appropriate level.	Educational Programs--Elementary
9.4	Our school district works toward change in taxation for the funding of education.	General Administration
9.3	Hiring practices are aimed at obtaining well prepared teachers.	Personnel
9.3	The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.	Communications/Public Relations
9.3	Our school buildings are well maintained.	Managing Facilities & Resources
9.2	Our teachers are given the opportunity to suggest the kind of inservice training they need.	Staff Development
9.2	New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.	Staff Development
9.1	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
9.1	Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	Staff Development
9.0	In times of economic hardship, the Board of Education cuts less essential services.	General Administration
8.9	Our schools have good discipline.	Discipline
8.7	Our schools teach students to be self-reliant.	Personal Development of Student

Priority Need Index	Survey Question	Function Area
8.7	School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.	Communications/Public Relations
8.6	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
8.6	The elementary staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	Educational Programs--Elementary
8.6	Our school system provides the general public with accurate reports on its performance.	Communications/Public Relations
8.5	Our school system keeps the public informed about labor relations issues affecting the schools.	Labor Relations
8.5	The primary purpose of staff evaluation is to improve job performance.	Personnel
8.5	Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	Staff Development
8.5	Our schools have an effective inservice training program for improving teaching skills.	Staff Development
8.4	Teachers are assigned to teaching positions for which they have adequate professional preparation.	Personnel
8.4	The school budget is presented and interpreted to the community.	General Administration
8.1	Our school budget is prepared on the basis of clearly identified priorities.	General Administration
8.0	The inservice training improves the academic background of teachers.	Staff Development

The above listed questions fell into 10 of the 14 function areas included in the elementary teacher survey instrument. Staff development, communications/public relations, and general administration were represented by 9, 7, and 6 high need questions respectively.

A total of 43.7% of the questions had a priority need index of 7.00 or higher, while 67.2% of the survey questions had a priority need index of 6.00 or higher.

A comparison of high need questions was made between this needs assessment and the 1976-77 needs assessment for elementary teachers and it was found that four similar questions on both surveys obtained a high need status. The four questions were the following:

1) The public is aware of the problems the schools face.

2) Guidance and counseling are available to teachers to help them improve their job performance.

3) Our schools have an effective inservice training program for improving teaching skills.

4) Our schools have an effective program for early identification of learning disabilities.

Once again, all the data from this respondent population will be summarized by means of the chart below. The major areas of concern according to responses by elementary teachers were:

SUMMARY OF RESPONSES BY ELEMENTARY TEACHERS

Function	Function of Highest Need	Questions of Highest Need
General Administration	X	X
Personnel	X	X
Labor Relations	X	X
Staff Development	X	X
Communications/Public Relations	X	X
Personal Development of the Student	X	X
Educational Programs--Elementary		X
Discipline		X
Leadership by Principals		
Managing Facilities & Resources		X
Teacher Values and Expectations		
Evaluation, Testing & Research		
Educational Programs--Special Educ.		X
State & Federally Funded Programs		

C. Secondary Teacher Total Responses. Secondary level teachers ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Educational Programs--Elementary	9.83
2	General Administration	9.76
3	Personnel	9.65
4	Staff Development	9.63
5	Personal Development of the Student	9.03
6	Communications/Public Relations	8.68

Secondary instructors, like the elementary teachers and the total response group, selected four of these function areas (personnel, staff development, communications/public relations, and personal development of the student) as high priority needs. However, the responses by secondary teachers revealed the most intense statement of need in that for their top six functions the priority need index ranged from 9.83 to 8.68 while the range for the total system was 7.92 to 6.38, and it was 8.95 to 7.24 for elementary teachers. The secondary teachers' desired, actual, need index, and priority need index figures for each function appear in Appendix C.

Some matches between the 1976-77 needs assessment and the present effort at the secondary level are possible, however, the 1976-77 only had results for senior high and junior high teachers as separate groups. The function areas of greatest need that matched were the personal development of the student (ranked 2 by both senior and junior high teachers) and staff development (ranked 4 by senior high teachers).

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The 66 questions listed below represent those survey items for which the priority need index equalled or exceeded 8.00.

SECONDARY TEACHERS

Priority Need Index	Survey Question	Function Area
12.5	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
12.4	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
11.6	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
11.6	Our school budget is prepared on the basis of clearly identified priorities.	General Administration
11.4	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
11.4	Standards for elementary promotion are understood by everyone.	Educational Programs--Elementary
11.3	Our school district handles strike situations in a responsible manner.	Labor Relations
11.3	Our schools have good discipline.	Discipline
11.2	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
11.1	Individual capabilities of teachers help determine job assignments.	Personnel
11.1	Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	Staff Development
11.0	Our schools have an effective inservice training program concerning motivating students for more effective performance.	Staff Development

Priority Need Index	Survey Question	Function Area
11.0	New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.	Staff Development
10.7	The public is aware of the problems the schools face.	Communications/Public Relations
10.5	Our schools teach parents about the uses and abuses of standardized testing.	Communications/Public Relations
10.5	Our secondary schools do a good job of teaching moral education.	Educational Programs--Secondary
10.5	Our superintendent uses suggestions from his administrative staff, teachers, and community-at-large to assist him in planning and decision making.	General Administration
10.3	The school budget is presented and interpreted to the community.	General Administration
10.3	Our schools have an effective inservice training program for improving teaching skills.	Staff Development
10.3	Our teachers are given the opportunity to suggest the kind of inservice training they need.	Staff Development
10.3	Our elementary schools do a good job of teaching reading, writing and arithmetic.	Educational Programs--Elementary
10.2	The primary purpose of staff evaluation is to improve job performance.	Personnel
10.2	The inservice training improves the academic background of teachers.	Staff Development
10.1	Our school system provides current textbooks for student use.	Managing Facilities & Resources

Priority Need Index	Survey Question	Function Area
10.0	Our budget allows for allocation of resources to achieve high priority objectives.	General Administration
9.9	Our schools teach students to be self-reliant.	Personal Development of Student
9.8	Our teachers and principals in each building make good use of available test data to improve instruction, evaluate curriculum, plan lessons, evaluate programs, etc.	Evaluation, Testing & Research
9.8	Teachers are assigned to teaching positions for which they have adequate professional preparation.	Personnel
9.8	Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	Staff Development
9.8	Given the resources available, the public is satisfied with academic achievement in the elementary schools.	Educational Programs--Elementary
9.7	In times of economic hardship, the Board of Education cuts less essential services.	General Administration
9.7	The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.	Communications/Public Relations
9.6	Our schools maintain working conditions and relationships that attract and hold competent school employees.	Personnel
9.6	Students are encouraged to be concerned for other people and their personal property.	Personal Development of Student
9.5	Promotion in secondary schools is based on achievement rather than time spent in the classroom.	Educational Programs--Secondary

Priority Need Index	Survey Question	Function Area
9.5	Our school system provides the general public with accurate reports on its performance.	Communications/Public Relations
9.3	Our secondary schools do a good job of teaching English.	Educational Programs--Secondary
9.3	The elementary schools in our district do a good job preparing students for junior high school.	Educational Programs--Elementary
9.2	Faculty meetings are purposeful.	Leadership by Principals
9.2	Our secondary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs--Secondary
9.1	Teachers know curriculum policies and priorities.	Teacher Values & Expectations
9.1	Our schools have an effective program for early identification of learning disabilities.	Educational Programs--Special Education
9.1	School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.	Communications/Public Relations
9.1	Our schools try to develop a desire for and an appreciation of learning in each student.	Personal Development of Student
9.1	Students are encouraged to be independent thinkers.	Personal Development of Student
9.0	Our secondary schools do a good job of teaching foreign languages.	Educational Programs--Secondary
8.9	The secondary staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	Educational Programs--Secondary
8.9	Our school board is a responsible governing body.	General Administration

Priority Need Index	Survey Question	Function Area
8.7	Discipline policies are widely understood and accepted.	Discipline
8.6	Our school buildings are well maintained.	Managing Facilities & Resources
8.6	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs--Secondary
8.6	Effective guidance and counseling are readily available to each student.	Auxiliary Services & Support Staff
8.5	Our school's assertive discipline program provides an effective means to handle discipline problems.	Discipline
8.5	Our school administrators encourage the professional growth and development of the district's teachers.	Personnel
8.5	Parents receive enough information about the operation of the schools from the school and from the school board.	Communications/Public Relations
8.4	Opportunities are provided for teachers to gain a better understanding of individual needs through inservice seminars, study-groups, and other workshop-type activities.	Staff Development
8.4	Our school's guidance department helps students acquire an understanding of vocational trends.	Auxiliary Services & Support Staff
8.3	Instructional program evaluation is accomplished by systematically comparing actual accomplishments with desired outcomes.	Evaluation, Testing & Research
8.3	Our secondary schools do a good job of teaching mathematics.	Educational Programs--Secondary

These questions fell into 15 of the 16 function areas asked of this group with the state and federal funded program area not having a high need question. Staff development, communications/public relations, and personnel areas were represented by 10, 9, and 8 high need questions. This pattern of the secondary teachers was almost a carbon copy of the elementary teachers presented in the former section.

A total of 65.8% of the questions had a priority need index of 7.00 or higher while 78.6% of the survey questions had a priority need index of 6.00 or higher.

A comparison of high need questions between the present survey and the 1976-77 survey determined that certain questions obtained a high need status on both assessments. These questions were the following:

1) The public is aware of the problems the schools face.

2) Our special education programs do a good job of teaching reading, writing, and arithmetic.

3) Our school buildings are well maintained.

4) The elementary schools in our district do a good job preparing students for junior high school.

5) Our school system provides current textbooks for student use.

6) Guidance and counseling are available to teachers to help them improve their job performance.

7) Our schools have an effective inservice training program for improving teaching skills.

8) Our schools teach students to be self-reliant.

The data from this respondent group is summarized by means of the chart below. The major areas of concern according to responses by secondary teachers were:

SUMMARY OF RESPONSES BY SECONDARY TEACHERS

Function	Functions of Highest Need	Questions of Highest Need
Educational Programs--Elementary	X	X
General Administration	X	X
Personnel	X	X
Staff Development	X	X
Personal Development of the Student	X	X
Communications/Public Relations	X	X
Auxiliary Services & Support Staff		X
Labor Relations		X
Evaluation, Testing & Research		X
Leadership by Principals		X
Discipline		X
Teacher Values & Expectations		X
Educational Programs--Secondary		X
Managing Facilities & Resources		X
Educational Programs--Special Educ.		X
State & Federally Funded Programs		

D. Special Education Teacher Total Responses. Surveyed special education instructors ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Services & Support Staff	9.32
2	Personnel	8.59
3	Staff Development	8.55
4	General Administration	8.18
5	Communications/Public Relations	8.14
6	Evaluation, Testing & Research	7.39

Four of these function areas (auxiliary services and support staff, personnel, staff development and communications/public relations) were also identified as high priorities by the district-wide response group. General administration, while not being mentioned by the district-wide response group as an area of greatest need, has already been mentioned by elementary and secondary instructors and now by special education teachers. This was the first time that evaluation, testing and research was mentioned by any response group as a function area of great concern. The responses by special education instructors revealed a more intense statement of need, in that for their top six functions the priority need index ranged from 9.32 to 7.39, while the range for the total system was 7.92 to 6.38, they were only surpassed in intensity by secondary teachers with a range of 9.83 to 8.68. The special education staffs' desired, actual, need index, and priority need index figures for each function appear in Appendix D.

Since special education teachers were not reported out as a separate respondent group in the 1976-77 needs assessment, no comparison of past results can be offered.

After a tabulation of responses by special education staff, it was determined that 42 statements received a priority need index at or above 8.00. These 42 statements and their related function are recorded below.

SPECIAL EDUCATION TEACHERS

Priority Need Index	Survey Question	Function Area
12.2	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
11.5	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
11.5	Our schools provide adequate building libraries.	Managing Facilities & Resources
11.0	Courses for special education students in sex education are offered at the appropriate levels.	Educational Programs--Special Education
10.6	Our school district handles strike situations in a responsible manner.	Labor Relations
10.5	Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	Staff Development
10.4	Individual capabilities of teachers help determine job assignments.	Personnel
10.3	New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.	Staff Development
10.2	The public is aware of the problems the schools face.	Communications/Public Relations
10.1	Our schools have an effective inservice training program for improving teaching skills.	Staff Development
9.8	The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.	Communications/Public Relations
9.7	Our superintendent uses suggestions from his administrative staff, teachers, and community-at-large to assist him in planning and decision making.	General Administration

Priority Need Index	Survey Question	Function Area
9.7	Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	Staff Development
9.7	Effective guidance and counseling are readily available to each student.	Auxiliary Services & Support Staff
9.7	Our school budget is prepared on the basis of clearly identified priorities.	General Administration
9.4	Teacher dismissal is handled in a fair and professional manner.	Personnel
9.4	Our schools have an effective inservice training program concerning motivating students for more effective performance.	Staff Development
9.4	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
9.3	The school's approach to learning is clearly stated and teachers are aware of the curriculum.	Leadership by Principals
9.1	Reprimands are delivered quietly, without disrupting class.	Discipline
9.1	Faculty meetings are purposeful.	Leadership by Principals
9.0	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
9.0	Hiring practices are aimed at obtaining well prepared teachers.	Personnel
8.9	Effective school psychologists are are readily available to meet the needs of special students.	Educational Programs--Special Education
8.9	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel

Priority Need Index	Survey Question	Function Area
8.9	Our schools teach parents about the uses and abuses of standardized testing.	Communications/Public Relations
8.8	Our school system provides the general public with accurate reports on its performance.	Communications/Public Relations
8.8	The special education staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	Educational Programs--Special Education
8.7	Helping the student to explore career possibilities is an important part of the guidance program in the high school.	Auxiliary Services & Support Staff
8.7	School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.	Communications/Public Relations
8.6	Discipline policies are widely understood and accepted.	Discipline
8.6	The principal's use of time reflects appropriate emphasis on instructional leadership and supervision.	Leadership of Principals
8.6	The public expresses its concern over school-related matters to the school administrators or board members.	Communications/Public Relations
8.6	The purposes of testing are clearly explained.	Evaluation, Testing & Research
8.6	Our schools have high quality inservice training programs in assertive discipline.	Staff Development
8.5	Teachers are assigned to teaching positions for which they have adequate professional preparation.	Personnel
8.5	In times of economic hardship, the Board of Education cuts less essential services.	General Administration

Priority Need Index	Survey Question	Function Area
8.3	Our community is encouraged to evaluate the effectiveness of its schools.	Evaluation, Testing & Research
8.3	The principal is well versed in teaching and learning theory.	Leadership by Principals
8.3	Students are encouraged to be independent thinkers.	Managing Facilities & Resources
8.3	Our teachers and principals in each building make good use of available test data to improve instruction, evaluate curriculum, plan lessons, evaluate programs, etc.	Evaluation, Testing & Research
8.1	The school budget is presented and interpreted to the community.	General Administration

These high need questions fell into 11 of the 13 function areas included in the special education teacher survey instrument. Communications/public relations and staff development were both represented by 8 high need questions apiece.

A total of 60.9% of the questions had a priority need index of 7.00 or higher, while 80% of the survey questions had a priority need index of 6.00 or higher.

To summarize the district's need according to responses by special education teachers, the following chart is presented.

SUMMARY OF RESPONSES BY SPECIAL EDUCATION TEACHERS

	Functions of Highest Need	Questions of Highest Need
Auxiliary Services & Support Staff	X	X
Personnel	X	X
Staff Development	X	X
General Administration	X	X
Communications/Public Relations	X	X
Evaluation, Testing & Research	X	X
Personal Development of the Student		
Leadership by Principals		X
Labor Relations		X
Discipline		X
Managing Facilities & Resources		X
Teacher Values & Expectations		
Educational Programs--Special Educ.		X

E. Adult and Continuing Education Teacher Total Responses. Staff members from adult and continuing education ranked the following six areas as being in greatest need:

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Services & Support Staff	7.96
2	Personal Development of Student	7.23
3	Educational Programs--Elementary	7.13
4	Staff Development	6.84
5.5	Communications/Public Relations	6.63
5.5	Personnel	6.63

All six of these function areas were also targeted as high priorities by the district-wide response group. The ranking of these functions differed between the total and the adult and continuing education staff. The greatest difference in ranking occurred in the area of personnel (ranked 1 by the district-wide response group as opposed to 5.5). The complete set of desired, actual, need index, and priority need index values for each function appears in Appendix E for adult and continuing education teachers.

Since adult and continuing education was not polled during the 1976-77 needs assessment, no comparison of past results can be presented.

From a review of responses by adult and continuing education instructors, it was determined that 21 statements received a priority need index at or above 8.00. These 21 statements and their related functions are recorded below.

ADULT AND CONTINUING EDUCATION TEACHERS

Priority Need Index	Survey Question	Function Area
11.7	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs--Secondary
11.0	The public is aware of the problems the schools face.	Communications/Public Relations
11.0	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
10.7	Our schools have good discipline.	Discipline
10.5	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
9.6	Helping the student to explore career possibilities is an important part of the guidance program in the high school.	Auxiliary Services & Support Staff
9.0	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
8.9	Individual capabilities of teachers help determine job assignments.	Personnel
8.9	Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	Staff Development
8.7	Our school buildings are well maintained.	Managing Facilities & Resources
8.5	Courses in drug education in adult and continuing education are offered at the appropriate level.	Educational Programs--Adult & Continuing Educ.
8.5	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations

Priority Need Index	Survey Question	Function Area
8.4	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs-- Adult & Continuing Educ.
8.3	Administrators support teachers in student discipline matters.	Discipline
8.3	Students are encouraged to be independent thinkers.	Personal Development of Student
8.2	The elementary schools in our district do a good job preparing students for junior high school.	Educational Programs-- Elementary
8.2	Our schools have high quality inservice training programs in assertive discipline.	Staff Development
8.2	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
8.2	Promotion in secondary schools is based on achievement rather than time spent in the classroom.	Educational Programs-- Secondary
8.1	Our schools provide adequate building libraries.	Managing Facilities & Resources
8.0	Our schools have an effective inservice training program for improving teaching skills.	Staff Development

The above high need questions represented 10 of the 16 functions included in the adult and continuing education teacher survey. The areas of staff development and communications/public relations were functions that received the most high need questions (the question count being 5 and 3 respectively).

A total of 32.3% of the questions had a priority need index of 7.00 or higher, while 48.1% of the survey questions had a priority need index of 6.00 or higher.

To summarize the district's need according to responses by adult and continuing education instructors, the following chart is offered.

SUMMARY OF RESPONSES BY ADULT AND CONTINUING EDUCATION TEACHERS

Function	Functions of Highest Need	Questions of Highest Need
Auxiliary Services & Support Staff	X	X
Personal Development of the Student	X	X
Educational Programs--Elementary	X	X
Staff Development	X	X
Communications/Public Relations	X	X
Personnel	X	X
Educational Programs--Secondary		X
Evaluation, Testing and Research		
Discipline		X
General Administration		
Labor Relations		
Managing Facilities & Resources		X
Leadership by Principals		
Educational Programs--Adult & Continuing Education		X
Teacher Values & Expectations		
Educational Programs--Special Educ.		

F. Administrator Total Responses. Building and central office administrators ranked the six most serious areas of need as:

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Services & Support Staff	7.16
2	Teacher Values & Expectations	6.58
3	Educational Programs--Adult & Continuing Education	6.42
4	Staff Development	6.28
5	Personal Development of the Student	6.21
6	Educational Programs--Elementary	6.02

Four of these function areas (auxiliary services and support staff, staff development, personal development of the student, and educational programs--elementary) were also identified as high priorities by the district-wide response group. The administrators failed to include personnel (ranked 8) and communications/public relations (ranked 9) in their top six high need functions. The total set of administrators' desired, actual, need index, and priority need index values for each function appears in Appendix F.

A review of the administrators' ranking of functions on the 1976-77 needs assessment indicated that auxiliary services and support staff (formerly termed guidance and counseling, ranked 2) and the personal development of the student (ranked 4) as two of the six top areas needing the most attention. These areas also were indicated in the present needs assessment by administrators.

An analysis of the administrators' responses yielded the conclusions that there were 12 survey questions with a priority need index equal to or in excess of 8.00. These 12 high need statements and their related functions are displayed below.

ADMINISTRATORS

Priority Need Index	Survey Question	Function Area
10.3	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
9.9	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
9.1	The public is aware of the problems the schools face.	Communications/Public Relations
9.1	Standards for elementary promotion are understood by everyone.	Educational Programs--Elementary
8.7	Standards for adult and continuing education promotion and graduation are understood by everyone.	Educational Programs--Adult & Continuing Educ.
8.5	Guidance and counseling are available to teachers to help them improve their job performance.	Personnel
8.5	Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	Staff Development
8.4	Effective guidance and counseling are readily available to each student.	Auxiliary Services & Support Staff
8.2	Individual capabilities of teachers help determine job assignments.	Personnel
8.2	Our adult and continuing education schools do a good job of teaching science.	Educational Programs--Adult & Continuing Educ.
8.2	Our secondary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs--Secondary
8.1	Secondary teachers give extra help to students having difficulty with their lessons.	Educational Programs--Secondary

These questions fell into 7 of the 17 function areas included in the administrator survey instrument. Five functions (educational programs--adult and continuing education, staff development, educational programs--secondary, personnel, and communications/public relations) were represented by two high need questions each.

Nineteen percent of the questions had a priority need index of 7.00 or higher. This compares with 27.3% for the total survey population. Administrators rated 38.7% of the questions with a priority need index of 6.00 or higher, while the total population rated 58.2% of the questions within this need range.

A comparison of high need questions between the present needs assessment and the 1976-77 needs assessment found that three like questions obtained a high need status on both assessments. These three questions were the following:

1) The public is aware of the problems the schools face.

2) Guidance and counseling are available to teachers to help them improve their job performance.

3) Effective guidance and counseling are readily available to each student.

To summarize the district's needs according to responses by administrators, the following chart is offered.

SUMMARY OF RESPONSES BY ADMINISTRATORS

	Functions of Highest Need	Questions of Highest Need
Auxiliary Services & Support Staff	X	X
Teacher Values & Expectations	X	
Educational Programs--Adult & Continuing Education	X	X
Staff Development	X	X
Personal Development of the Student	X	
Educational Programs--Elementary	X	X
Educational Programs--Secondary		X
Personnel		X
Communications/Public Relations		X
Managing Facilities & Resources		
Evaluation, Testing & Research		
General Administration		
Leadership by Principals		
Educational Programs--Special Educ.		
Discipline		
State & Federally Funded Programs		
Labor Relations		

G. Parent Total Responses. From a sampling of parents district-wide the following functions appeared as areas of greatest concern.

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Services & Support Staff	7.76
2	Personnel	7.54
3	Personal Development of the Student	7.30
4	General Administration	7.27
5	Communications/Public Relations	7.22
6	Evaluation, Testing & Research	6.91

Four of these function areas (auxiliary services and support staff, personnel, personal development of the student, and communications/public relations) were also identified as high priorities by the district-wide response group. The total set of desired, actual, need index, and priority need index figures for parents appears in Appendix G.

It was impossible to compare the top function areas needing the most attention in the 1980-81 survey to those of the 1976-77 needs assessment study. The reasons for this was the parent survey instrument for the 1976-77 study was a structured telephone interview which did not lend itself to the calculation of priority need indexes for each function area. Additionally, the 1980-81 parent survey was specifically constructed to accommodate the calculation of priority need indexes.

From a review of parent responses, it was determined that 25 survey statements obtained a priority need index equal or exceeding 8.00. These survey questions and their related functions are displayed below.

PARENTS

Priority Need Index	Survey Question	Function Area
9.9	Secondary teachers give extra help to students having difficulty with their lessons.	Educational Programs--Secondary
9.8	Given the resources available, the public is satisfied with academic achievement in the secondary schools.	Educational Programs--Secondary
9.6	Hiring practices are aimed at obtaining well prepared teachers.	Personnel
9.2	District priorities are clearly understood by staff, students, and parents.	Communications/Public Relations
9.1	Our schools have good discipline.	Discipline
9.0	Given the resources available, the public is satisfied with academic achievement in the elementary schools.	Educational Programs--Elementary
8.9	The school budget is presented and interpreted to the community.	General Administration
8.9	Our school system provides the general public with accurate reports on its performance.	Communications/Public Relations
8.8	Our schools teach parents about the uses and abuses of standardized testing.	Communications/Public Relations
8.8	Our schools have an effective inservice training program concerning techniques for dealing with stress.	Staff Development
8.7	The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.	Communications/Public Relations
8.6	Our schools have an effective program for early identification of learning disabilities.	Educational Programs--Special Education

Priority Need Index	Survey Question	Function Area
8.5	School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.	Communications/Public Relations
8.5	Local news coverage of our schools stresses academic achievement.	Communications/Public Relations
8.3	Our community is encouraged to evaluate the effectiveness of its schools.	Evaluation, Testing & Research
8.3	Teachers are assigned to teaching positions for which they have adequite professional preparation.	Personnel
8.3	A special effort is made at the elementary level to challenge more able students.	Educational Programs--Elementary
8.3	Our elementary schools do a good job of teaching moral education.	Educational Programs--Elementary
8.2	Our secondary schools do a good job of teaching reading, writing, and arithmetic.	Educational Programs--Secondary
8.1	Helping the student to explore career possibilities is an important part of the guidance program in the high school.	Auxiliary Services & Support Staff
8.1	Our schools try to develop a desire for and an appreciation of learning in each student.	Personal Development of Student
8.1	Elementary teachers give extra help to students having difficulty with their lessons.	Educational Programs--Elementary
8.0	Our school budget is prepared on the basis of clearly identified priorities.	General Administration
8.0	The public expresses its concern over school-related matters to the school administrators or board members.	Communications/Public Relations
8.0	Standards for elementary promotion are understood by everyone.	Educational Programs--Elementary

These questions fell into 11 of the 17 function areas included in the parent survey instrument. Communications/public relations, educational programs--elementary, and educational programs--secondary were represented by 7, 5, and 3 high need questions respectively.

A total of 41.5% of the questions had a priority need index of 7.00 or higher, while 60.7% of the survey questions had a priority need index of 6.00 or higher.

A comparison of high need questions between the present needs assessment and the 1976-77 needs assessment was conducted. While the parent instrument for the 1976-77 was modified as described before, it was possible to determine high need questions on the basis of decision rules (e.g., high need on a 4 point scale would be a question rated at or above 3.0 and high need on a 3 point scale would be a question rated at or above 2.0). It was determined that 10 similar questions obtained a high need status on both assessment instruments. These questions were the following:

1) The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.

2) Helping the student to explore career possibilities is an important part of the guidance program in the high school.

3) The public expresses its concern over school-related matters to the school administrators or board members.

4) School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.

5) Our school budget is prepared on the basis of clearly identified priorities.

6) The school budget is presented and interpreted to the community.

7) Our schools try to develop a desire for and an appreciation of learning in each student.

8) Our schools have good discipline.

9) Teachers are assigned to teaching positions for which they have adequate professional preparation.

10) Our community is encouraged to evaluate the effectiveness of its schools.

Once again, all the data from the respondent population will be summarized by means of the chart below. The major areas of concern according to responses by parents having children in the Saginaw Schools were:

SUMMARY OF RESPONSES BY PARENTS

	Functions of Highest Need	Questions of Highest Need
Auxiliary Services & Support Staff	X	X
Personnel	X	X
Personal Development of the Student	X	X
General Administration	X	X
Communications/Public Relations	X	X
Evaluation, Testing & Research	X	X
Staff Development		X
Educational Programs--Elementary		X
Teacher Values & Expectations		
Educational Programs--Secondary		X
Discipline		X
Leadership by Principals		
Managing Facilities & Resources		
Labor Relations		
Educational Programs--Special Educ.		X
Educational Programs--Adult & Continuing Education		
State & Federally Funded Programs		

H. Student Total Responses. The senior high students who participated in this study felt that the greatest needs of the school district were:

Rank	Function of Greatest Need	Priority Need Index
1	Communications/Public Relations	4.85
2	Personal Development of the Student	4.66
3.5	Auxiliary Services & Support Staff	4.42
3.5	Teacher Values & Expectations	4.42
5	Evaluation, Testing & Research	4.33
6	Managing Facilities & Resources	4.30

Three of these function areas (communications/public relations, personal development of the student, and auxiliary services and support staff) were also identified as high priorities by the district-wide response group. However, the responses by high school students revealed a less intense statement of need, in that for their top six functions the priority need index ranged from 4.85 to 4.30, while the range for the total system was 7.92 to 6.38. In fact, when the student's range of 4.85 to 4.30 was compared to all other respondent groups, they showed the least intensity in the statement of their need. The student group's entire set of desired, actual, need index, and priority need index values for each function appears in Appendix H. In reviewing the need information presented in the report, the primary need areas identified by students were the most idiosyncratic when compared to all other groups.

Student responses to the 1976-77 needs assessment and the present assessment show that communications/public relations (ranked 4.5 in 1976-77) and evaluation, testing and research (ranked 2 in 1976-77) as two of the six top areas needing the most attention.

In looking at individual survey questions, none of the questions from students received a priority need index of 8.00 or higher. However, the seven highest need questions according to students appear below.

STUDENTS

Priority Need Index	Survey Question	Function Area
6.7	Our teachers understand and respond to the student's point of view.	Teacher Values & Expectations
6.2	Our schools teach parents about the uses and abuses of standardized testing.	Communications/Public Relations
5.9	The public is aware of the problems the schools face.	Communications/Public Relations
5.4	Parents receive enough information about the operation of the schools from the school and from the school board.	Communications/Public Relations
5.2	Our school system provides current textbooks for student use.	Managing Facilities & Resources
5.1	Teachers speak and write well.	Teacher Values & Expectations
5.1	Our schools try to develop a desire for and an appreciation of learning in each student.	Personal Development of Student

The above listed questions fell into 4 of the 9 function areas included in the high school student survey. Communications/public relations and teacher values and expectations were represented by 3 and 2 high need questions respectively.

None of the questions had a priority need index of 7.00 or higher, and 2.7% of the questions resulted in a priority need index of 6.00 or greater.

The 1976-77 needs assessment results like the present outcomes showed no questions with a priority need index of 8.00 or above. The 1976-77 assessment did identify the six highest need questions. A comparison of the student results from both assessments found similar high need questions in common. These questions follow:

1) Our teachers understand and respond to the student's point of view.

2) Our school system provides current textbooks for student use.

Once again, all the data from this respondent group will be summarized by means of the chart below. The major areas of concern according to response by high school students were:

SUMMARY OF RESPONSES BY STUDENTS

	Functions of Highest Need	Questions of Highest Need*
Communications/Public Relations	X	X
Personal Development of the Student	X	X
Auxiliary Services & Support Staff	X	
Teacher Values & Expectations	X	X
Evaluation, Testing & Research	X	
Managing Facilities & Resources	X	X
Educational Programs--Elementary		
Educational Programs--Secondary		
Discipline		

*Students did not rate any question with a PNI of 8.00 or higher. However, the seven highest need questions are indicated which had PNI's between 6.7 to 5.1.

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the school district. According to the perceptions of administrators, teachers, parents, and students, the following six functions emerged as the highest need areas.

1. Personnel
2. Staff Development
3. Auxiliary Services & Support Staff
4. Communications/Public Relations
5. Personal Development of the Student
6. Educational Programs--Elementary

The above system total priorities were determined on the basis of combining the results of seven respondent groups together. In addition, this process included dealing with as many as 194 questions spread across 17 function areas. The mathematical system used to quantify priorities, though not perfect, did provide a meaningful way to summarize the data in a systematic fashion. Summarization seldom if ever captures the total complexity of the subject under study, such is the case with the present needs assessment summary. This means that the process of averaging results was complex and the individual who wants to understand what causes an area to be considered a high priority should study the respondent group results by questions across a function.

At least three trends were fairly noticeable. The first was that the bulk of the areas of greatest concern dealt with ways to bring about

more accountability and efficiency to the operation of the schools. For example, teachers expressed concerns about ways to improve job performance (either through counseling or inservice), budget allocations to high priority objectives, job assignments based on teacher capabilities--factors that in part add up to more effective schools. These are in large part due to the district's difficult financial position and the great number of painful events (lay offs, reassignments, etc.) that have occurred in the recent past.

The second trend was that communications about the schools need to be improved. Again this need may, in part, stem from the district's difficult financial position which requires the discussion of problems the schools face--how the budget is used to overcome them, what educational services are offered, and an awareness of policies and procedures that are in place so the whole educational enterprise is understood and appreciated for its complexity and the problems it faces.

Clearly noticeable was that people were most concerned with factors connected to the type of contact they have with the schools. For example, students expressed concern about textbooks and teacher attitudes toward students, while parents were concerned about information regarding the schools.

A graphic summary of all prioritized need functions along with information about the relative need value of the functions themselves and the questions within a function area is presented below.

SUMMARY OF HIGH PRIORITY NEEDS BY TOTAL SYSTEM AND RESPONDENT GROUPS

F = functions identified as one of top six function areas.

q = functions for which high need questions with a PNI of 8.00 or greater were identified.

FUNCTION	System Total	Teachers				Administrator Total	Parent Total	Student Total
		Elementary Total	Secondary Total	Special Educ Total	Adult & Cont Educ Total			
Personnel	Fq	Fq	Fq	Fq	Fq	q	Fq	
Staff Development	Fq	Fq	Fq	Fq	Fq	Fq	q	
Auxiliary Serv. & Support Staff	F		q	Fq	Fq	Fq	Fq	F
Communications/Public Relations	Fq	Fq	Fq	Fq	Fq	q	Fq	Fq
Personal Develop. of the Student	F	Fq	Fq		Fq	F	Fq	Fq
Educational Programs--Elementary	Fq	q	Fq		Fq	Fq	q	
Labor Relations	q	Fq	q	q				
Leadership by Principals			q	q				
Teacher Values & Expectations			q			F		Fq
Ed. Prog.--Adult & Cont. Educ.	q				q	Fq		
Managing Facilities & Resources		q	q	q	q			Fq
Evaluation, Testing & Research			q	Fq			Fq	F
Educational Programs--Secondary	q		q		q	q	q	
Discipline	q	q	q	q	q		q	
General Administration	q	Fq	Fq	Fq			Fq	
Ed. Programs--Special Education	q	q	q	q			q	
State & Federally Funded Prog.								

Now that priority needs have been identified, the task is to use these needs to develop an action program. This cannot be done, however, without more detailed information about which specific aspects of each problem to attend to and how the various groups felt about each aspect. An aid has been constructed to assist the reader (user) with this task. Appendix I contains this kind of information and should be of great value in translating priorities into action plans.

A caution is in order, however, the reader should carefully review the data presented and observe the times when one segment of the total responding population may not support the need rating resulting from the other segments. The material is organized according to function, with the function having the greatest priority need index being presented first.

Another useful purpose the reports can serve is for specialized applications such as when the clientele of interest is a single group. The detailed information provided offers insight into what needs and concerns a particular group, like parents or elementary teachers, have. Thus the report has many professional uses. For example, the director of staff development can review the responses of secondary teachers and get some feel for the training needs of that group.

APPENDICES

APPENDIX A

SURVEY GROUPS AND RETURN RATES FOR THE 1981
COMPREHENSIVE SCHOOL-COMMUNITY NEEDS ASSESSMENT

Groups Surveyed	Count and Description of Individuals in Sample or Population	Returns #	Returns %
Parents	A sample of 4,392 parents who were registered and voted in November, 1979 and/or October, 1980 millage elections. (Follow-up mailed to low return rate areas.)	867	20
Elementary Teachers	All 476 teachers paid February 26, 1981.	326	68
Secondary Teachers	All 406 teachers paid February 26, 1981.	203	50
Special Education Teachers	All 111 teachers at Millet Center, Handley Elementary (support staff), and Holland Education paid February 26, 1981.	75	68
Adult & Continuing Education Teachers	All 71 teachers paid February 26, 1981.	29	41
Administrators	All 122 administrators or technicians paid February 26, 1981.	84	69
Students	A sample of approximately 495 students from grades 10, 11, and 12 of both high schools.	603	82

APPENDIX A

SAGINAW DISTRICT-WIDE RESPONSES TO SCHOOL-COMMUNITY SURVEY
RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST
PRIORITY NEED INDEX--SPRING, 1981.

FUNCTION	RANK OF PRIORITY NEED INDEX							
	System Total	Teachers				Administrator Total	Parent Total	Student Total
		Elementary Total	Secondary Total	Special Educ Total	Adult & Cont Educ Total			
Personnel	7.92	8.91	9.65	8.59	6.63	5.79	7.54	N.A.
Staff Development	7.83	8.29	9.63	8.55	6.84	6.28	6.78	N.A.
Auxiliary Serv. & Support Staff	7.25	N.A.	8.02	9.32	7.59	7.16	7.76	4.42
Communications/Public Relations	7.01	7.54	8.68	8.14	6.63	5.56	7.22	4.85
Personal Develop. of the Student	6.96	7.24	9.03	7.32	7.23	6.21	7.29	4.66
Educational Programs--Elementary	6.38	6.93	9.83	N.A.	7.13	6.02	6.56	3.87
Labor Relations	6.00	8.42	7.60	6.93	5.94	2.49	4.84	N.A.
Leadership by Principals	5.94	5.91	6.95	7.12	5.82	4.04	5.47	N.A.
Teacher Values & Expectations	5.85	5.38	6.89	6.51	4.87	6.58	6.41	4.42
Ed. Prog.--Adult & Continuing Ed.	5.65	N.A.	N.A.	N.A.	4.99	6.42	4.23	N.A.
Managing Facilities & Resources	5.64	5.88	6.76	6.53	5.93	4.88	5.32	4.30
Evaluation, Testing & Research	5.62	5.21	7.14	7.39	6.39	4.38	6.91	4.33
Educational Programs--Secondary	5.50	N.A.	6.82	N.A.	6.60	5.90	6.17	3.13
Discipline	5.48	6.08	6.89	6.88	6.17	3.80	5.75	3.10
General Administration	5.43	8.95	9.76	8.18	6.12	4.29	7.27	N.A.
Ed. Programs--Special Education	5.15	4.30	4.65	6.22	2.89	3.91	4.60	N.A.
State & Federally Funded Prog.	3.71	4.15	4.50	N.A.	N.A.	2.52	3.63	N.A.

N.A.-Not applicable

APPENDIX A
COMBINED GROUPS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Personnel	1	4.74	3.08	1.67	7.92
Staff Development	2	4.59	2.88	1.71	7.83
Auxiliary Services & Support Staff	3	4.56	2.98	1.59	7.25
Communications/Public Relations	4	4.61	3.09	1.52	7.01
Personal Development of the Student	5	4.67	3.18	1.50	6.96
Educational Programs--Elementary	6	4.59	3.20	1.39	6.38
Labor Relations	7	4.59	3.28	1.31	6.00
Leadership by Principals	8	4.69	3.42	1.27	5.94
Teacher Values and Expectations	9	4.63	3.37	1.27	5.85
Educational Prog.--Adult & Continuing Ed.	10	4.48	3.22	1.26	5.65
Managing Facilities and Resources	11	4.55	3.32	1.24	5.64
Evaluation, Testing & Research	12	4.53	3.29	1.25	5.62
Educational Programs--Secondary	13	4.49	3.27	1.23	5.50
Discipline	14	4.59	3.40	1.20	5.48
General Administration	15	4.61	3.43	1.18	5.43
Educational Programs--Special Education	16	4.68	3.58	1.11	5.15
State & Federally Funded Programs	17	4.44	3.60	0.84	3.71
Average For All Functions	--	4.59	3.27	1.32	6.08

APPENDIX B
ELEMENTARY TEACHERS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
General Administration	1	4.70	2.80	1.91	8.95
Personnel	2	4.79	2.93	1.86	8.91
Labor Relations	3	4.71	2.93	1.79	8.42
Staff Development	4	4.65	2.86	1.79	8.29
Communications/Public Relations	5	4.75	3.16	1.59	7.54
Personal Development of the Student	6	4.83	3.34	1.50	7.24
Educational Programs--Elementary	7	4.63	3.13	1.50	6.93
Discipline	8	4.77	3.50	1.28	6.08
Leadership by Principals	9	4.77	3.53	1.24	5.91
Managing Facilities and Resources	10	4.66	3.40	1.27	5.88
Teacher Values and Expectations	11	4.76	3.63	1.13	5.38
Evaluation, Testing and Research	12	4.60	3.47	1.14	5.21
Educational Programs--Special Education	13	4.72	3.81	0.92	4.30
State and Federally Funded Programs	14	4.44	3.50	0.94	4.15
Average For All Functions		4.70	3.28	1.42	6.66

APPENDIX C
SECONDARY TEACHERS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Educational Programs--Elementary	1	4.71	2.63	2.09	9.83
General Administration	2	4.72	2.66	2.07	9.76
Personnel	3	4.79	2.77	2.02	9.65
Staff Development	4	4.51	2.38	2.14	9.63
Personal Development of the Student	5	4.74	2.84	1.91	9.03
Communication/Public Relations	6	4.68	2.82	1.86	8.68
Auxiliary Services and Support Staff	7	4.67	2.95	1.72	8.02
Labor Relations	8	4.66	3.03	1.63	7.60
Evaluation, Testing and Research	9	4.54	2.97	1.58	7.14
Leadership by Principals	10	4.65	3.16	1.50	6.95
Discipline	11.5	4.69	3.22	1.47	6.89
Teacher Values and Expectations	11.5	4.66	3.19	1.48	6.89
Educational Programs--Secondary	13	4.63	3.16	1.48	6.82
Managing Facilities and Resources	14	4.66	3.21	1.46	6.76
Educational Programs--Special Education	15	4.56	3.54	1.02	4.65
State and Federally Funded Programs	16	4.45	3.44	1.02	4.50
Average For All Functions		4.64	3.00	1.65	7.68

APPENDIX D
SPECIAL EDUCATION TEACHERS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Services and Support Staff	1	4.80	2.86	1.94	9.32
Personnel	2	4.81	3.02	1.79	8.59
Staff Development	3	4.75	2.94	1.81	8.55
General Administration	4	4.77	3.05	1.72	8.18
Communications/Public Relations	5	4.75	3.04	1.72	8.14
Evaluation, Testing and Research	6	4.74	3.18	1.56	7.39
Personal Development of the Student	7	4.83	3.32	1.52	7.32
Leadership by Principals	8	4.79	3.30	1.49	7.12
Labor Relations	9	4.71	3.24	1.47	6.93
Discipline	10	4.77	3.32	1.45	6.88
Managing Facilities and Resources	11	4.76	3.39	1.37	6.53
Teacher Values and Expectations	12	4.83	3.46	1.36	6.51
Educational Programs--Special Education	13	4.85	3.57	1.29	6.22
Average For All Functions		4.78	3.21	1.58	7.51

APPENDIX E
ADULT AND CONTINUING EDUCATION TEACHERS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Services and Support Staff	1	4.49	2.72	1.77	7.95
Personal Development of the Student	2	4.69	3.14	1.55	7.23
Educational Programs--Elementary	3	4.63	3.10	1.54	7.13
Staff Development	4	4.55	3.04	1.51	6.84
Communications/Public Relations	5.5	4.58	3.13	1.45	6.63
Personnel	5.5	4.64	3.21	1.43	6.63
Educational Programs--Secondary	7	4.66	3.25	1.42	6.60
Evaluation, Testing and Research	8	4.63	3.25	1.38	6.39
Discipline	9	4.61	3.27	1.34	6.17
General Administration	10	4.57	3.24	1.34	6.12
Labor Relations	11	4.50	3.18	1.32	5.94
Managing Facilities and Resources	12	4.46	3.14	1.33	5.93
Leadership by Principals	13	4.55	3.27	1.28	5.82
Educational Prog.--Adult & Continuing Ed.	14	4.54	3.45	1.10	4.99
Teacher Values and Expectations	15	4.60	3.55	1.06	4.87
Educational Programs--Special Education	16	4.44	3.79	0.65	2.89
Average For All Functions		4.57	3.23	1.34	6.13

APPENDIX F
ADMINISTRATORS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Services and Support Staff	1	4.66	3.13	1.54	7.16
Teacher Values and Expectations	2	4.75	3.36	1.39	6.58
Educational Prog.--Adult & Continuing Ed.	3	4.43	2.98	1.45	6.42
Staff Development	4	4.51	3.12	1.40	6.28
Personal Development of the Student	5	4.71	3.39	1.32	6.21
Educational Programs--Elementary	6	4.61	3.30	1.31	6.02
Educational Programs--Secondary	7	4.61	3.33	1.29	5.90
Personnel	8	4.73	3.51	1.23	5.79
Communications/Public Relations	9	4.65	3.45	1.20	5.56
Managing Facilities and Resources	10	4.60	3.54	1.07	4.38
Evaluation, Testing and Research	11	4.55	3.58	0.97	4.38
General Administration	12	4.58	3.64	0.94	4.29
Leadership by Principals	13	4.69	3.84	0.86	4.04
Educational Programs--Special Education	14	4.56	3.70	0.86	3.91
Discipline	15	4.70	3.89	0.81	3.80
State and Federally Funded Programs	16	4.54	3.98	0.56	2.52
Labor Relations	17	4.50	3.95	0.56	2.49
Average For All Functions		4.61	3.51	1.10	5.07

APPENDIX G
PARENTS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Services and Support Staff	1	4.67	3.01	1.66	7.76
Personnel	2	4.73	3.13	1.60	7.54
Personal Development of the Student	3	4.72	3.18	1.55	7.29
General Administration	4	4.61	3.03	1.58	7.27
Communications/Public Relations	5	4.63	3.07	1.56	7.22
Evaluation, Testing and Research	6	4.64	3.16	1.49	6.91
Staff Development	7	4.53	3.03	1.50	6.78
Educational Programs--Elementary	8	4.61	3.19	1.42	6.56
Teacher Values and Expectations	9	4.69	3.32.	1.37	6.41
Educational Programs--Secondary	10	4.59	3.25	1.35	6.17
Discipline	11	4.62	3.38	1.25	5.75
Leadership by Principals	12	4.72	3.56	1.16	5.47
Managing Facilities and Resources	13	4.57	3.41	1.17	5.32
Labor Relations	14	4.45	3.36	1.09	4.84
Educational Programs--Special Education	15	4.63	3.64	1.00	4.60
Educational Prog.--Adult & Continuing Ed.	16	4.60	3.68	0.92	4.23
State and Federally Funded Programs	17	4.33	3.49	0.84	3.63
Average For All Functions		4.61	3.29	1.32	6.10

APPENDIX H
STUDENTS

AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1981.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Communications/Public Relations	1	4.01	2.80	1.21	4.85
Personal Development of the Student	2	4.17	3.05	1.12	4.66
Auxiliary Services and Support Staff	3.5	4.21	3.17	1.05	4.42
Teacher Values and Expectations	3.5	4.16	3.10	1.07	4.42
Evaluation, Testing and Research	5	4.05	2.98	1.07	4.33
Managing Facilities and Resources	6	4.16	3.13	1.04	4.30
Educational Programs--Elementary	7	4.11	3.17	0.94	3.87
Educational Programs--Secondary	8	4.08	3.32	0.77	3.13
Discipline	9	3.96	3.18	0.79	3.10
Average For All Functions		4.10	3.10	1.01	4.12

APPENDIX I

SYSTEM-WIDE RESPONSES TO SCHOOL-COMMUNITY SURVEY RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX SPRING, 1981.

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
FUNCTION: PERSONNEL	8.91	9.65	8.59	6.63	5.79	7.54	N.A.	7.92	1
Individual capabilities of teachers help determine job assignments.	11.4	11.1	10.4	8.9	8.2	N.A.	N.A.	10.1	
Guidance and counseling are available to teachers to help them improve their job performance.	11.9	11.6	8.9	8.2	8.5	N.A.	N.A.	9.8	
Teachers are assigned to teaching positions for which they have adequate professional preparation.	8.4	9.8	8.5	6.7	5.9	8.3	N.A.	8.3	
Hiring practices are aimed at obtaining well prepared teachers.	9.3	8.3	9.0	5.6	6.8	9.6	N.A.	7.8	
Our schools maintain working conditions and relationships that attract and hold competent school employees.	7.3	9.6	7.8	7.2	4.8	6.2	N.A.	7.2	
The primary purpose of staff evaluation is to improve job performance.	8.5	10.2	7.9	5.2	4.7	7.1	N.A.	7.1	
Teacher dismissal is handled in a fair and professional manner.	5.9	8.3	9.4	5.4	3.4	N.A.	N.A.	6.9	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our school administrators encourage the professional growth and development of the district's teachers.	7.7	8.5	7.2	5.6	4.3	6.5	N.A.	6.6	
FUNCTION: STAFF DEVELOPMENT	8.29	9.63	8.55	6.84	6.28	6.78	N.A.	7.83	2
Our schools have an effective inservice training program concerning techniques for dealing with stress.	12.9	12.5	9.0	11.0	9.9	8.8	N.A.	10.8	
Our schools have an effective inservice training program concerning legal rights and liabilities of school employees.	12.0	12.4	12.2	9.0	8.5	N.A.	N.A.	10.4	
Our schools have an effective inservice training program concerning promoting parent involvement in school activities.	9.1	9.8	10.5	8.9	7.3	6.8	N.A.	9.0	
Our schools have an effective inservice training program concerning new approaches and materials usable in the classroom.	8.5	11.1	9.7	7.0	6.5	N.A.	N.A.	8.9	
Our schools have an effective inservice training program for improving teaching skills.	8.5	10.3	10.1	8.0	6.5	N.A.	N.A.	8.9	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our schools have an effective inservice training program concerning motivating students for more effective performance.	9.9	11.0	9.4	5.7	7.3	N.A.	N.A.	8.7	
New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.	9.2	11.0	10.3	4.8	5.8	N.A.	N.A.	8.2	
The inservice training improves the academic background of teachers.	8.0	10.2	7.8	6.0	6.7	N.A.	N.A.	7.8	
Staff members keep informed on new knowledge in their areas of specialization (e.g., reading in their area of specialization, taking courses, etc.).	6.6	7.5	7.3	7.7	7.5	6.2	N.A.	7.1	
Our schools have high quality inservice training programs in assertive discipline.	5.1	7.6	8.6	8.2	4.3	6.9	N.A.	6.9	
Opportunities are provided for teachers to gain a better understanding of individual needs through inservice seminars, study-groups, and other workshop-type activities.	6.9	8.4	7.9	6.4	5.0	N.A.	N.A.	6.8	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our teachers are given the opportunity to suggest the kind of inservice training they need.	9.2	10.3	6.4	4.7	4.0	5.5	N.A.	6.6	
Teachers are urged to participate in staff development programs.	6.0	7.5	5.3	5.0	4.7	N.A.	N.A.	5.5	
Our school administrators are involved in some type of continuing education.	6.0	6.1	6.6	4.5	5.0	N.A.	N.A.	5.5	
FUNCTION: AUXILIARY SERVICES & SUPPORT STAFF	N.A.	8.02	9.32	7.96	7.16	7.76	4.42	7.25	3
Effective guidance and counseling are readily available to each student.	N.A.	8.6	9.7	7.7	8.4	7.6	4.4	7.9	
Helping the student to explore career possibilities is an important part of the guidance program in the high school.	N.A.	7.0	8.7	9.6	6.8	8.1	4.3	7.5	
Our school's guidance department helps students acquire an understanding of vocational trends.	N.A.	8.4	N.A.	6.7	6.0	7.4	4.6	6.7	
FUNCTION: COMMUNICATIONS/PUBLIC RELATIONS	7.54	8.68	8.14	6.63	5.56	7.22	4.85	7.01	4

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Local news coverage of our schools stresses academic achievement.	8.6	11.2	9.4	10.5	10.3	8.5	N.A.	9.7	
The public is aware of the problems the schools face.	10.3	10.7	10.2	11.0	9.1	7.6	5.9	9.0	
District priorities are clearly understood by staff, students, and parents.	9.1	11.4	11.5	8.5	7.5	9.2	4.8	8.8	
Our schools teach parents about the uses and abuses of standardized testing.	10.4	10.5	8.9	6.1	6.7	8.8	6.2	8.2	
The school district has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.	9.3	9.7	9.8	5.8	5.3	8.7	5.0	7.6	
Our school system provides the general public with accurate reports on its performance.	8.6	9.5	8.8	7.2	3.8	8.9	4.9	7.4	
School board meetings and school board business are conducted in such a manner as to inspire public confidence and approval.	8.7	9.1	8.7	5.2	4.8	8.5	4.5	7.0	
The public expresses its concern over school-related matters to the school administrators or board members.	6.2	7.0	8.6	7.4	4.6	8.0	4.0	6.9	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Parents receive enough information about the operation of the schools from the school and from the school board.	7.1	8.5	7.8	5.7	5.4	7.8	5.4	6.8	
School administrators, teachers, and board members inform the public on school matters.	6.2	7.5	7.6	5.1	4.7	7.5	N.A.	6.6	
Rules and regulations are communicated in a way that lead to acceptance by students and parents.	6.3	7.5	7.6	6.9	4.3	6.2	N.A.	6.6	
All staff members are kept informed on school policies, procedures, and other matters of interest.	6.7	8.1	6.8	5.7	4.8	4.7	N.A.	5.7	
Our schools have a handbook for parents.	3.9	6.8	2.0	5.3	5.1	4.6	4.3	4.5	
Printed copies of clearly stated current policies, rules, and regulations governing the schools are available in all school buildings in the district.	3.9	4.4	6.4	2.9	2.4	2.9	N.A.	3.9	
FUNCTION: PERSONAL DEVELOPMENT OF THE STUDENT	7.24	9.03	7.32	7.23	6.21	7.30	4.66	6.96	5

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our schools teach students to be self-reliant.	8.7	9.9	7.8	7.0	6.7	7.1	5.0	7.5	
Students are encouraged to be concerned for other people and their personal property.	7.3	9.6	7.4	6.7	5.8	7.7	4.6	7.1	
Our schools provide experiences for developing responsible citizenship.	7.2	7.6	7.3	7.8	5.7	7.6	4.6	7.1	
Our schools try to develop a desire for and an appreciation of learning in each student.	5.9	9.1	6.8	6.1	6.1	8.1	5.1	7.0	
Students are encouraged to be independent thinkers.	6.8	9.1	7.2	8.3	7.5	6.6	3.4	6.6	
FUNCTION: EDUCATIONAL PROGRAMS--ELEMENTARY	6.93	9.83	N.A.	7.13	6.02	6.62	3.87	6.38	6
Standards for elementary promotion are understood by everyone.	12.1	11.4	N.A.	7.0	9.1	8.0	4.9	8.4	
Given the resources available, the public is satisfied with academic achievement in the elementary schools.	9.8	9.8	N.A.	6.8	6.5	9.0	3.6	7.2	
A special effort is made at the elementary level to challenge more able students.	6.8	N.A.	N.A.	N.A.	6.2	8.3	N.A.	7.1	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Courses in drug education in the elementary schools are offered at the appropriate level.	9.5	8.1	N.A.	7.1	6.4	6.7	3.9	6.9	
The elementary schools in our district do a good job preparing students for junior high school.	7.4	9.3	N.A.	8.2	6.2	7.2	3.9	6.7	
Our elementary schools do a good job of teaching reading, writing, and arithmetic.	5.5	10.3	N.A.	7.2	7.3	6.8	3.1	6.7	
Our elementary schools do a good job of teaching health education (which includes a component on sex education).	7.4	N.A.	N.A.	N.A.	5.8	6.2	N.A.	6.6	
The elementary staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	8.6	N.A.	N.A.	N.A.	6.3	6.0	N.A.	6.6	
Promotion at the elementary level is based on achievement rather than time spent in the classroom.	7.4	N.A.	N.A.	N.A.	6.1	6.4	N.A.	6.5	
Our elementary schools do a good job of teaching nutrition education.	6.7	N.A.	N.A.	N.A.	6.1	6.8	N.A.	6.3	
The student progress reporting procedure used in our school system gives parents a clear understanding of their child's progress.	6.8	N.A.	N.A.	N.A.	6.2	5.8	N.A.	6.3	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our elementary schools do a good job of teaching moral education.	5.8	N.A.	N.A.	N.A.	5.8	7.0	N.A.	6.3	
Our elementary schools do a good job of teaching consumer education.	6.7	N.A.	N.A.	N.A.	5.7	6.2	N.A.	6.2	
Elementary teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills the students are expected to learn.	5.8	N.A.	N.A.	N.A.	6.1	6.7	N.A.	6.2	
Elementary courses of instruction are revised frequently enough to keep them current.	7.7	N.A.	N.A.	N.A.	6.2	5.2	N.A.	6.2	
Elementary teachers give extra help to students having difficulty with their lessons.	4.4	N.A.	N.A.	N.A.	5.4	8.1	N.A.	5.8	
Elementary children have many opportunities to write.	6.3	N.A.	N.A.	N.A.	5.4	5.1	N.A.	5.3	
Elementary homework is regularly assigned and checked.	3.4	N.A.	N.A.	N.A.	5.3	5.7	N.A.	5.0	
Our elementary schools do a good job of teaching safety education.	3.8	N.A.	N.A.	N.A.	3.7	3.9	N.A.	3.8	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
FUNCTION: LABOR RELATIONS	8.42	7.60	6.93	5.94	2.49	4.84	N.A.	6.00	7
Our school district handles strike situations in a responsible manner.	11.4	11.3	10.6	4.8	2.9	5.7	N.A.	8.0	
Our school system keeps the public informed about labor relations issues affecting the schools.	8.5	6.5	7.0	5.2	2.4	6.7	N.A.	6.0	
Our schools have an equitable salary schedule for all employee classifications.	7.8	6.3	5.3	7.7	3.3	4.6	N.A.	5.8	
The fringe benefits for all employees are reasonable (insurance, retirement, sick leave, etc.).	5.9	5.8	5.0	6.7	1.0	2.3	N.A.	4.3	
FUNCTION: LEADERSHIP BY PRINCIPALS	5.91	6.95	7.12	5.82	4.04	5.47	N.A.	5.94	8
Faculty meetings are purposeful.	7.1	9.2	9.1	7.5	3.8	N.A.	N.A.	7.5	
The principal's use of time reflects appropriate emphasis on instructional leadership and supervision.	6.8	8.1	8.6	5.7	6.2	6.1	N.A.	7.1	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
The school's approach to learning is clearly stated and teachers are aware of the curriculum.	5.8	6.6	9.3	3.8	5.8	N.A.	N.A.	6.3	
The principal is sensitive to needs and problems of the staff.	6.4	7.6	5.9	7.1	3.4	N.A.	N.A.	6.3	
The principal is well versed in teaching and learning theory.	5.4	6.6	8.3	5.6	4.4	4.8	N.A.	6.2	
There is effective two-way communication with the principal.	6.4	7.2	5.9	7.4	3.3	N.A.	N.A.	6.2	
The principal enforces rules and decisions fairly for everyone affected.	6.4	7.8	6.3	5.3	3.4	6.3	N.A.	5.8	
The principal seeks ideas and suggestions from the rest of the staff.	5.8	8.0	6.8	5.6	3.3	5.6	N.A.	5.7	
Students are encouraged to make suggestions regarding school rules and regulations.	5.6	4.5	7.1	5.1	4.3	N.A.	N.A.	5.5	
The principal holds high expectations of achievement for students.	4.0	4.8	5.3	5.0	2.9	5.2	N.A.	4.8	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
FUNCTION: TEACHER VALUES AND EXPECTATIONS	5.38	6.89	6.51	4.87	6.58	6.42	4.42	5.85	9
Teachers speak and write well.	6.4	7.8	7.3	6.0	7.8	6.2	5.1	6.6	
Teachers are available to students for special help on academic or personal problems.	5.7	6.1	7.3	4.1	6.4	7.9	4.9	6.4	
Teachers know curriculum policies and priorities.	6.3	9.1	7.3	5.2	6.7	5.3	3.8	6.1	
Our teachers have a firm belief that all children can learn.	5.9	7.0	6.9	6.6	7.2	7.2	3.0	6.1	
Our teachers understand and respond to the student's point of view.	5.0	5.8	6.5	4.1	6.7	7.4	6.7	5.9	
Our teachers emphasize pupil participation in their class.	3.9	5.2	4.9	4.7	4.9	5.2	3.4	4.7	
FUNCTION: EDUCATIONAL PROGRAMS--ADULT AND CONTINUING EDUCATION	N.A.	N.A.	N.A.	4.99	6.42	4.23	N.A.	5.65	10
Standards for adult and continuing education promotion and graduation are understood by everyone.	N.A.	N.A.	N.A.	8.4	8.7	N.A.	N.A.	8.3	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Courses in drug education in adult and continuing education are offered at the appropriate level.	N.A.	N.A.	N.A.	8.5	6.6	N.A.	N.A.	7.7	
Our adult and continuing education schools do a good job of teaching science.	N.A.	N.A.	N.A.	5.8	8.2	N.A.	N.A.	7.0	
Our adult and continuing education schools do a good job of teaching home economics.	N.A.	N.A.	N.A.	6.7	6.8	N.A.	N.A.	6.8	
Our adult and continuing education schools do a good job of teaching English.	N.A.	N.A.	N.A.	5.4	7.1	N.A.	N.A.	6.7	
Our adult and continuing education schools do a good job of teaching moral education.	N.A.	N.A.	N.A.	5.4	7.4	N.A.	N.A.	6.6	
Our adult and continuing education schools do a good job of teaching mathematics.	N.A.	N.A.	N.A.	5.4	7.5	N.A.	N.A.	6.3	
Our adult and continuing education schools do a good job of teaching reading, writing, and arithmetic.	N.A.	N.A.	N.A.	6.4	7.7	4.7	N.A.	6.3	
All adult and continuing education courses give students opportunities to write.	N.A.	N.A.	N.A.	3.8	7.7	N.A.	N.A.	6.0	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
The adult and continuing education staff coordinates instruction grade-to-grade and plans the curriculum sequencially.	N.A.	N.A.	N.A.	4.3	7.0	N.A.	N.A.	5.9	
Our adult and continuing education schools do a good job of teaching consumer education.	N.A.	N.A.	N.A.	5.6	6.0	N.A.	N.A.	5.6	
Each adult and continuing education student helps to develop his own personal educational objectives.	N.A.	N.A.	N.A.	5.4	6.4	N.A.	N.A.	5.5	
Our adult and continuing education schools do a good job of teaching social studies.	N.A.	N.A.	N.A.	5.7	6.0	N.A.	N.A.	5.5	
Our adult and continuing education schools do a good job of teaching foreign languages.	N.A.	N.A.	N.A.	4.2	7.4	N.A.	N.A.	5.4	
Our adult and continuing education schools do a good job of teaching health education.	N.A.	N.A.	N.A.	4.7	5.3	N.A.	N.A.	5.4	
The adult and continuing education courses of instruction are revised frequently enough to keep them current.	N.A.	N.A.	N.A.	4.3	5.6	N.A.	N.A.	5.2	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our adult and continuing education program is designed so that students can assume increasing responsibility for their learning as they progress toward graduation.	N.A.	N.A.	N.A.	5.1	5.6	4.6	N.A.	5.1	
Adult and continuing education teachers explain to students the objectives of their courses, such as what knowledge and skills the students are expected to acquire.	N.A.	N.A.	N.A.	2.8	6.1	N.A.	N.A.	4.7	
The adult and continuing education schools in our district provide adequate instruction so students can achieve their own personal goals and objectives.	N.A.	N.A.	N.A.	4.2	5.4	4.7	N.A.	4.6	
Promotion at the adult and continuing education level is ba ed on scholastic achievement rather than time spent in classes.	N.A.	N.A.	N.A.	4.1	5.6	N.A.	N.A.	4.6	
A sufficient variety of course options are available to adult and continuing education students.	N.A.	N.A.	N.A.	5.7	3.6	3.7	N.A.	4.2	
Our adult and continuing education schools do a good job of teaching art.	N.A.	N.A.	N.A.	2.1	5.9	N.A.	N.A.	4.1	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Homework is regularly assigned and checked by adult and continuing education teachers.	N.A.	N.A.	N.A.	2.1	5.4	N.A.	N.A.	3.9	
FUNCTION: MANAGING FACILITIES AND RESOURCES	5.88	6.76	6.53	5.93	4.88	5.32	4.30	5.64	11
Our school buildings are well maintained.	9.3	8.6	8.3	8.7	7.3	6.2	4.7	7.5	
Our school system provides adequate nighttime security for our school facilities.	7.7	7.5	6.3	7.0	4.8	5.9	4.1	6.6	
Our school system provides current textbooks for student use.	7.3	10.1	6.9	4.7	7.2	5.7	5.2	6.6	
Our classrooms meet the needs of the instructional program.	6.4	7.8	7.9	5.7	5.7	6.6	4.2	6.2	
Our schools provide adequate building libraries.	6.4	6.2	11.5	8.1	4.8	4.3	3.5	6.2	
Our school system maintains an instructional materials and resource center.	3.8	4.8	3.9	3.8	5.4	4.1	4.1	4.6	
School facilities are available to students at times other than the regular school hours.	4.1	4.4	3.8	5.6	1.8	4.3	4.5	4.4	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our schools provide a good school lunch program.	3.9	4.9	4.0	3.8	2.6	4.9	4.6	4.2	
FUNCTION: EVALUATION, TESTING AND RESEARCH	5.21	7.14	7.39	6.39	4.38	6.91	4.33	5.62	12
Our community is encouraged to evaluate the effectiveness of its schools.	5.9	7.5	8.3	7.9	5.5	8.3	5.8	6.7	
The purposes of testing are clearly explained.	6.7	8.1	8.6	5.7	5.2	7.5	4.6	6.5	
Our teachers and principals in each building make good use of available test data to improve instruction, evaluate curriculum, plan lessons, evaluate programs, etc.	5.7	9.8	8.3	6.5	6.2	7.1	4.5	6.5	
Instructional program evaluation is accomplished by systematically comparing actual accomplishments with desired outcomes.	6.0	8.3	N.A.	N.A.	4.2	N.A.	N.A	6.0	
Evaluation of student performance emphasizes individual development as well as comparing one student with other students.	5.1	6.9	N.A.	N.A.	4.5	N.A.	N.A.	5.5	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
There is a plan for regular testing of students, individually and collectively, especially in the basic subjects.	4.2	5.1	5.3	5.6	2.8	5.6	3.6	4.6	
Our district seeks useful test result comparisons with other districts.	3.6	4.3	N.A.	N.A.	2.2	N.A.	N.A.	3.5	
FUNCTION: EDUCATIONAL PROGRAMS--SECONDARY	N.A.	6.82	N.A.	6.60	5.90	6.13	3.13	5.50	13
Given the resources available, the public is satisfied with academic achievement in the secondary schools.	N.A.	8.6	N.A.	11.7	7.3	9.8	4.4	8.0	
Our secondary schools do a good job of teaching moral education.	N.A.	10.5	N.A.	N.A.	7.9	8.3	4.9	7.9	
Secondary teachers give extra help to students having difficulty with their lessons.	N.A.	6.6	N.A.	N.A.	8.1	9.9	5.0	7.8	
Promotion in secondary schools is based on achievement rather than time spent in the classroom.	N.A.	9.5	N.A.	8.2	7.5	7.0	3.2	7.2	
Our secondary schools do a good job of teaching reading, writing, and arithmetic.	N.A.	9.2	N.A.	6.0	8.2	8.2	3.5	7.0	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our secondary schools do a good job of teaching English.	N.A.	9.3	N.A.	N.A.	7.7	7.7	3.1	6.6	
Homework for secondary students is regularly assigned and checked.	N.A.	6.2	N.A.	6.6	7.9	7.0	2.8	6.3	
The secondary staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	N.A.	8.9	N.A.	N.A.	6.6	7.0	4.0	6.3	
Our secondary schools do a good job of teaching mathematics.	N.A.	8.3	N.A.	N.A.	6.3	7.2	3.6	6.2	
Our secondary schools do a good job of teaching foreign languages.	N.A.	9.0	N.A.	N.A.	7.3	5.6	3.6	6.0	
Courses in drug education are offered in the secondary schools at the appropriate level.	N.A.	7.0	N.A.	6.3	4.1	7.0	4.7	5.9	
Secondary teachers explain to their students what knowledge and skills the students are expected to learn.	N.A.	5.8	N.A.	N.A.	6.2	7.1	3.8	5.6	
Our secondary schools do a good job of teaching science.	N.A.	6.6	N.A.	N.A.	6.8	5.6	2.6	5.5	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our secondary schools do a good job of teaching social studies.	N.A.	7.1	N.A.	N.A.	6.5	5.6	2.9	5.5	
Preparation offered by secondary schools for college is adequate for those students wishing to attend.	N.A.	6.8	N.A.	N.A.	4.4	7.0	3.4	5.1	
Our secondary schools do a good job of teaching health education.	N.A.	6.5	N.A.	N.A.	6.0	5.6	3.0	5.0	
Our secondary school extracurricular activities (e.g., clubs, intramural sports, etc.) are designed for participation by every student who chooses to be active in them.	N.A.	5.6	N.A.	N.A.	6.4	4.7	3.0	5.0	
Nearly all secondary courses require students to write.	N.A.	6.4	N.A.	4.5	7.4	5.6	1.6	4.5	
The secondary schools in our district provide adequate vocational training for students.	N.A.	4.7	N.A.	N.A.	3.7	6.5	3.3	4.3	
Our secondary schools do a good job of teaching home economics.	N.A.	5.5	N.A.	N.A.	4.5	5.4	2.8	4.4	
Our secondary schools do a good job of teaching art.	N.A.	4.6	N.A.	N.A.	4.0	3.5	2.0	3.5	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our secondary schools do a good job of teaching music.	N.A.	5.0	N.A.	N.A.	4.5	3.1	2.1	3.5	
Our secondary schools do a good job of teaching physical education.	N.A.	4.5	N.A	N.A.	3.2	2.7	2.1	3.1	
The Averill Career Opportunities Center provides needed vocational instruction for secondary students.	N.A.	2.8	N.A.	2.5	2.0	2.9	2.1	2.4	
FUNCTION: DISCIPLINE	6.08	6.89	6.88	6.17	3.80	5.75	3.10	5.48	14
Our schools have good discipline.	8.9	11.3	7.9	10.7	6.4	9.1	4.5	8.1	
Discipline policies are widely understood and accepted.	6.3	8.7	8.6	7.5	4.8	7.5	4.3	6.5	
Our school's assertive discipline program provides an effective means to handle discipline problems.	6.2	8.5	7.7	7.1	[illegible]	6.5	3.3	6.4	
Reprimands are delivered quietly, without disrupting class.	6.5	6.9	9.1	6.3	5.7	7.3	3.9	6.3	
Administrators support teachers in student discipline matters.	6.9	7.8	6.9	8.3	2.3	4.6	2.0	5.2	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Teachers motivate students by using rewards rather than the fear of punishment.	5.0	4.6	6.1	4.0	6.0	4.8	4.4	4.8	
Parents are notified of discipline problems with their children.	4.4	4.9	6.3	6.1	2.0	6.3	1.7	4.3	
The school keeps useful records of delinquency, truancy, disruption, vandalism, tardiness, and other kinds of anti-school behavior.	7.1	5.3	6.0	3.7	2.7	3.7	1.7	4.1	
The school has published a policy statement regarding conduct and discipline for staff and students.	3.4	4.4	3.9	2.0	1.5	2.9	2.9	2.9	
FUNCTION: GENERAL ADMINISTRATION	8.95	9.76	8.18	6.12	4.29	7.27	N.A.	5.43	15
Our superintendent uses suggestions from his administrative staff, teachers, and community-at-large to assist him in planning and decision making.	9.9	10.5	9.7	6.9	5.7	7.6	N.A.	8.5	
Our school budget is prepared on the basis of clearly identified priorities.	8.1	11.6	9.7	5.3	3.4	8.0	N.A.	8.2	

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
The school budget is presented and interpreted to the community.	8.4	10.3	8.1	7.3	4.4	8.9	N.A.	7.8	
Our budget allows for allocation of resources to achieve high priority objectives.	9.8	10.0	6.8	5.8	5.4	7.8	N.A.	7.4	
Our school district closes buildings when enrollments and financial situation dictate.	N.A.	N.A.	N.A.	N.A.	7.4	N.A.	N.A.	7.4	
In times of economic hardship, the Board of Education cuts less essential services.	9.0	9.7	8.5	4.7	4.2	6.8	N.A.	7.4	
Our school district works toward change in taxation for the funding of education.	9.4	7.9	7.6	7.2	3.6	5.3	N.A.	6.9	
Our school board is a responsible governing body.	7.8	8.8	7.3	5.7	2.9	7.7	N.A.	6.8	
Our school district rebuilds old buildings when physical conditions of the building dictate.	N.A.	N.A.	N.A.	N.A.	5.4	N.A.	N.A.	5.4	
The goals of our school system are clearly stated and organized to show order of importance and priorities.	N.A.	N.A.	N.A.	N.A.	5.3	N.A.	N.A.	5.3	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Equal educational opportunity is given to every student.	N.A.	N.A.	N.A.	N.A.	4.9	N.A.	N.A.	4.9	
Our schools provide informal parent meetings concerning the development of the child.	N.A.	N.A.	N.A.	N.A.	4.5	N.A.	N.A.	4.5	
Administrators listen to complaints carefully, investigate the facts objectively, and seek to use them constructively.	N.A.	N.A.	N.A.	N.A.	4.3	N.A.	N.A.	4.3	
A portion of the annual operating budget is allocated for research and development.	N.A.	N.A.	N.A.	N.A.	4.2	N.A.	N.A.	4.2	
Parents and other citizens are encouraged to exercise their legitimate share of authority over school policies, priorities, and curriculum.	N.A.	N.A.	N.A.	N.A.	3.9	N.A.	N.A.	3.9	
Our school system cooperates with various civic and service organizations in seeking solutions to problems of mutual concern.	N.A.	N.A.	N.A.	N.A.	3.7	N.A.	N.A.	3.7	
Our school district follows accepted principles of business efficiency and economy in purchasing equipment and school supplies.	N.A.	N.A.	N.A.	N.A.	3.4	N.A.	N.A.	3.4	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
The building principals participated in developing the school budget.	N.A.	N.A.	N.A.	N.A.	2.8	N.A.	N.A.	2.8	
Our school system uses new developments in educational management (e.g., ZBB, 13-step planning and review model).	N.A.	N.A.	N.A.	N.A.	1.9	N.A.	N.A.	1.9	
FUNCTION: EDUCATIONAL PROGRAMS--SPECIAL EDUCATION	4.30	4.55	6.22	2.87	3.91	4.60	N.A.	5.15	16
Our schools have an effective program for early identification of learning disabilities.	10.2	9.1	6.9	7.0	5.1	8.6	N.A.	8.1	
Courses for special education students in sex education are offered at the appropriate levels.	N.A.	N.A.	11.0	N.A.	5.2	N.A.	N.A.	7.7	
Effective school psychologists are readily available to meet the needs of special students.	N.A.	N.A.	8.9	N.A.	5.8	N.A.	N.A.	7.5	
The special education staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	N.A.	N.A.	8.8	N.A.	3.8	N.A.	N.A.	6.7	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our schools do a good job of teaching nutrition education to special education students.	N.A.	N.A.	7.3	N.A.	5.9	N.A.	N.A.	6.6	
Our schools do a good job of teaching consumer education to special education students.	N.A.	N.A.	7.3	N.A.	6.0	N.A.	N.A.	6.6	
Effective social workers are readily available to meet the needs of special students.	N.A.	N.A.	6.8	N.A.	5.4	N.A.	N.A.	6.1	
Our special education programs do a good job of teaching reading, writing, and arithmetic.	5.4	7.1	5.3	5.3	5.2	5.7	N.A.	5.8	
The special education student progress reporting procedure used in our school system gives the parent a clear understanding of his child's progress.	N.A.	N.A.	6.9	N.A.	3.8	N.A.	N.A.	5.4	
Our schools do a good job of teaching safety education to special education students.	N.A.	N.A.	5.5	N.A.	4.2	N.A.	N.A.	5.3	
Our schools do a good job of teaching health education to special education students.	N.A.	N.A.	6.4	N.A.	4.2	N.A.	N.A.	5.3	

N.A.-Not applicable

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Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
Our school system's special education extra-curricular activities are designed for participation by every student who chooses to be active in them.	N.A.	N.A.	5.3	N.A.	4.6	N.A.	N.A.	5.2	
Each special education student and/or parent helps to develop the student's personal educational objectives.	5.7	6.4	5.4	5.0	2.7	5.7	N.A.	5.1	
Our schools do a good job of teaching moral education to special education students.	N.A.	N.A.	5.6	N.A.	3.6	N.A.	N.A.	4.6	
Special education teachers give extra help to students having difficulty with their lessons.	N.A.	N.A.	4.5	N.A.	3.8	N.A.	N.A.	4.3	
There are periodic checks to assess special education students' mastery of basic skills and knowledge.	N.A.	N.A.	5.5	N.A.	2.9	N.A.	N.A.	3.9	
Our school district has a special instructional program for students with physical and mental handicaps (blind, deaf, crippled, etc.).	2.5	2.9	2.0	2.4	0.5	3.9	N.A.	2.0	
Mainstreaming special education students in the regular educational programs is practiced in our school district.	1.3	0.4	6.4	-0.6	0.5	2.6	N.A.	1.7	

N.A.-Not applicable

Questions by Function	AVERAGE PRIORITY NEED INDEX								Function Rank for System Total
	Teachers				Administrator	Parent	Student	System Total	
	Elementary	Secondary	Special Educ	Adult & Cont Educ					
The Millet Special Education Center provides needed special education services.	1.5	2.4	2.5	-0.4	1.0	1.9	N.A.	1.5	
FUNCTION: STATE AND FEDERALLY FUNDED PROGRAMS	4.15	4.50	N.A.	N.A.	2.52	3.63	N.A.	3.71	17
The special educational needs of minority students (bilingual, migrant, American Indian) are met by our schools.	4.2	4.3	N.A.	N.A.	3.6	2.5	N.A.	3.9	
Our administrators strive to obtain outside funding for programs to meet the greatest needs of the school system.	4.3	4.7	N.A.	N.A.	1.9	5.0	N.A.	3.7	

N.A.-Not applicable